

The Clark School

FOR BOYS
FOR GIRLS

for Concentration

Boarding and
Day Pupils



Failures in school can almost always be traced to one of the following types of mind:

1. The Grasshopper mind—the mind that nibbles at everything and masters nothing.
2. The Colorless mind—the mind that is unable to picture or use words. It is the most pathetic of all types, because it is almost wordless.
3. The I-Don't-Care mind—the mind that has become hardened by discouragement.
4. The Timid mind—the mind that lacks self-assertion.
5. The Hazy mind—the mind that is never certain of anything.
6. The Pre-occupied mind—the mind that is never at home.
7. The Frivolous mind—the mind that regards all work as useless.

If a boy comes under the first of these heads, he mirrors a teacher who works without methods, without purpose, without plan.

If a pupil fits in the second division he reflects a teacher who is always annexed to a book—a teacher who is lost unless he can read a text. Such a teacher hasn't any business in a school-room.

If the student can be placed under the third variety he reflects a type teacher who drives more boys from school than any other—a teacher who is forever dashing

cold water on budding hopes and desires. Such a teacher is as out of place in a school-room as an iceberg is in a flower garden.

If the learner passes under number four he reflects the misfit teacher—a teacher who has chosen the wrong profession.

If a lad belongs to the fifth class he reflects a teacher with a misty mind—a teacher who acts as if he had a blister on his brain.

If the candidate for college falls into the sixth divi-

sion he reflects a teacher who always arrives at a railway station after his train has departed. Such a teacher is never able to cover a course in school.

If the boy feels at home in the seventh class he reflects a teacher who hates work, who lacks the power of application and who is generally a slave to pleasure. Such a teacher is a nuisance in a school-room.

The students of the CLARK School reflect their teachers through the records they make. The following record tells the kind of instructors we employ.

Teaching Staff

The spirit that dominates each and every teacher of this school is that every student must make a record. The teacher is not satisfied with the student making a "good" record—it must be one that towers above the average. The failure to do this is taken, not as a reflection on the student, but on his, the teacher's, ability.

No teacher is employed who finds it necessary to annex himself to a text book in order to teach.

No teacher can hold a position in this school who is not able to conduct the recitation standing on his feet—he must teach as a lawyer pleads his case.

No teacher who lacks a positive personality is tolerated; every teacher must be a forceful character.

Comparisons Show the Value of Concentration

From October, 1916, to June, 1917, a boy of 16 made the following record:

Plane Geometry.....	88	Algebra I.....	74
English I.....	60	Algebra II.....	74
English II.....	60	Cicero.....	63
French II.....	60	Advanced Latin Composition.....	62
Physiography.....	76	Physics.....	81
Chemistry.....	93		

The same student spent three years in a well-known preparatory school in this city, and during that time passed only two subjects.

This is only one of many excellent records made by Clark School Students.

The Principal Welcomes Interviews Between 10 and 12 A. M. and 2 and 5 P. M. Daily. (Catalog sent on request.)

MAIN OFFICE, SEVENTY-SECOND STREET AND WEST END AVENUE, NEW YORK. Telephone Columbus 744



BOYS' SCHOOL—72nd Street and West End Avenue

Two Handsome School Homes of the Clark School for Concentration

BOYS' SCHOOL

72nd Street and West End Avenue

GIRLS' SCHOOL

75th Street and West End Avenue

New York City



GIRLS' SCHOOL—75th Street and West End Avenue